



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 11551404  
SAU: South Portland School Dept  
School: South Portland High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
Critical Reading Results .....	4-5
Mathematics Results .....	6-7
Writing Results .....	8-9
Science Results .....	10-11

# SUMMARY OF SCORES

Test Date: May 2008

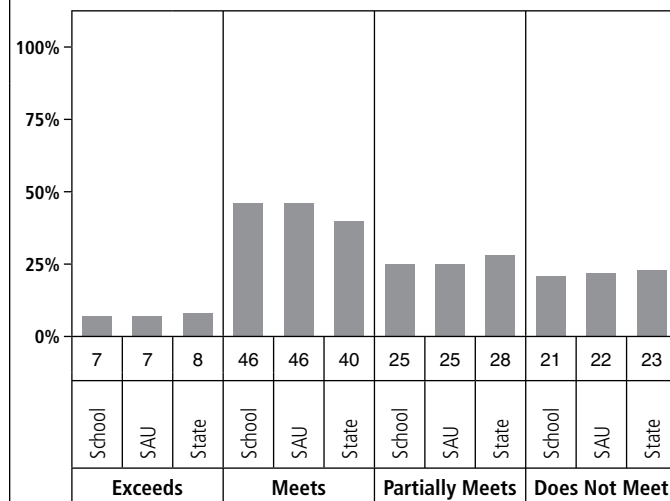
SAU: South Portland School Dept

School: South Portland High School

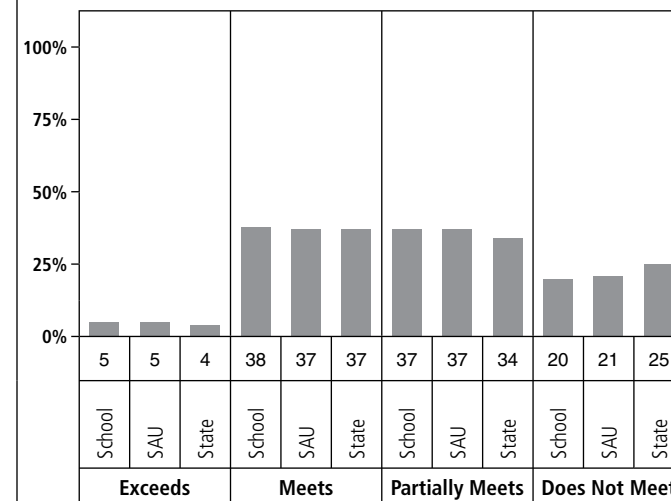
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1142 1142	1141 1142	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1141 1142	1141 1141	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1142 1141	1142 1141	1141 1140
<b>Science</b> 2007–2008	1142	1141	1141

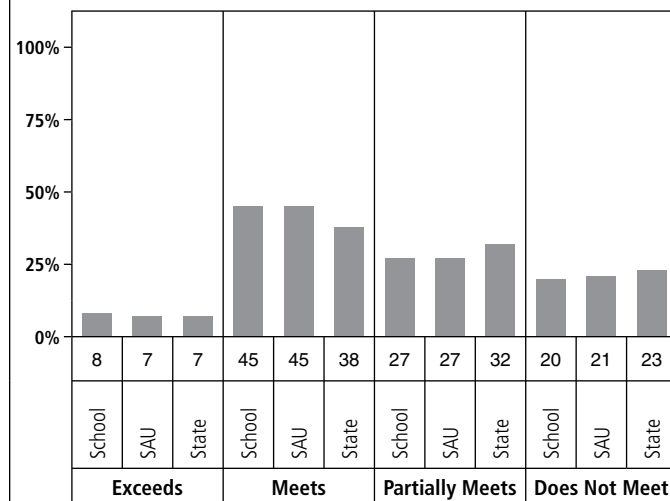
## CRITICAL READING



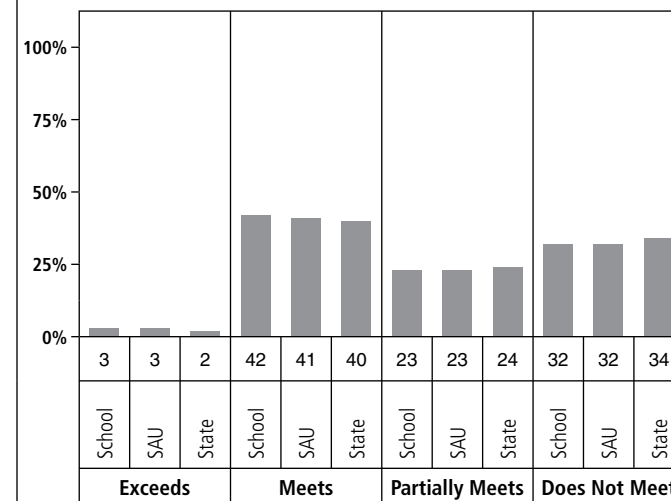
## MATHEMATICS



## WRITING



## SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	218	100	240	100	15604	100	214	98	221	92	14875	96	216	99	223	93	15165	97	214	98	221	92	14869	96	215	99	222	93	14961	96
Ethnicity African American/Black	4	2	5	2	305	2	4	100	5	100	261	86	4	100	5	100	286	95	4	100	5	100	260	86	4	100	5	100	280	93
American Indian or Native Alaskan	0	0	1	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	9	4	9	4	215	1	9	100	9	100	194	90	9	100	9	100	202	94	9	100	9	100	194	90	9	100	9	100	200	93
Hispanic	2	1	3	1	140	1	2	100	2	67	118	84	2	100	2	67	123	88	2	100	2	67	118	84	1	50	1	33	120	86
Caucasian/White	203	93	222	93	14841	95	199	98	205	92	14207	96	201	99	207	93	14457	98	199	98	205	92	14202	96	201	99	207	93	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	25	11	27	11	2247	14	25	100	27	100	2065	93	25	100	27	100	2138	96	25	100	27	100	2060	92	25	100	27	100	2081	93
Current LEP	12	6	14	6	648	4	12	100	14	100	508	79	12	100	14	100	564	87	12	100	14	100	507	78	11	92	13	93	534	83
Economically disadvantaged	44	20	63	26	4028	26	43	98	47	75	3682	92	43	98	47	75	3831	95	43	98	47	75	3679	92	42	95	46	73	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	191	88	195	81	13042	84	193	89	197	82	13332	85	191	88	195	81	13042	84	192	88	196	82	13192	85
Identified disability (PET/IEP)	13	7	13	7	739	6	13	7	13	7	810	6	13	7	13	7	739	6	13	7	13	7	791	6
LEP	4	2	5	3	399	3	4	2	5	3	456	3	4	2	5	3	399	3	3	2	4	2	436	3
504 plan	8	4	8	4	196	2	8	4	8	4	204	2	8	4	8	4	196	2	8	4	8	4	201	2
<b>Participation with accommodations</b>	20	9	23	10	1623	10	20	9	23	10	1624	10	20	9	23	10	1625	10	20	9	23	10	1567	10
Identified disability (PET/IEP)	9	45	11	48	1117	69	9	45	11	48	1119	69	9	45	11	48	1119	69	9	45	11	48	1088	69
LEP	8	40	9	39	93	6	8	40	9	39	93	6	8	40	9	39	93	6	8	40	9	39	83	5
504 plan	1	5	1	4	58	4	1	5	1	4	58	4	1	5	1	4	58	4	1	5	1	4	55	4
Other	2	10	2	9	367	23	2	10	2	9	366	23	2	10	2	9	367	23	2	10	2	9	353	23
<b>Participation through alternate assessment (PAAP)</b>	3	1	3	1	209	1	3	1	3	1	209	1	3	1	3	1	202	1	3	1	3	1	202	1
Identified disability (PET/IEP)	3	100	3	100	209	100	3	100	3	100	209	100	3	100	3	100	202	100	3	100	3	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
<b>Non-participation – other</b>	4	2	19	8	693	4	2	1	17	7	399	3	4	2	19	8	699	4	3	1	18	8	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	20	9	20	9	1079	7
	2006-2007	27	13	27	13	1168	8
	<b>2007-2008</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	62	10	62	9	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	78	35	79	34	5697	38
	2006-2007	74	35	74	35	5714	38
	<b>2007-2008</b>	<b>97</b>	<b>46</b>	<b>100</b>	<b>46</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	249	39	253	39	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	70	31	72	31	4772	32
	2006-2007	56	27	57	27	4728	31
	<b>2007-2008</b>	<b>53</b>	<b>25</b>	<b>55</b>	<b>25</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	179	28	184	28	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	58	26	59	26	3595	24
	2006-2007	52	25	52	25	3444	23
	<b>2007-2008</b>	<b>45</b>	<b>21</b>	<b>47</b>	<b>22</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	155	24	158	24	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	210	15	7	97	46	53	25	45	21	1142	217	7	46	25	22	1142	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	4										5	0	0	60	40	1126	248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	9	0	0	2	22	3	33	4	44	1134	9	0	22	33	44	1134	192	4	35	30	31	1138
Hispanic	1										1						115	5	32	26	37	1136
Caucasian/White	196	15	8	95	48	47	24	39	20	1143	202	7	49	24	20	1143	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	0	0	1	5	4	18	17	77	1126	24	0	4	25	71	1127	1823	1	9	24	65	1126
No	188	15	8	96	51	49	26	28	15	1144	193	8	51	25	16	1144	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	11	0	0	1	9	3	27	7	64	1126	13	0	15	23	62	1127	488	3	22	24	52	1132
No	199	15	8	96	48	50	25	38	19	1143	204	7	48	25	19	1143	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	40	1	3	11	28	12	30	16	40	1136	44	2	30	27	41	1135	3545	3	28	30	39	1134
No	170	14	8	86	51	41	24	29	17	1144	173	8	50	25	17	1144	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	210	15	7	97	46	53	25	45	21	1142	217	7	46	25	22	1142	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	99	6	6	45	45	30	30	18	18	1142	100	6	46	30	18	1142	7237	8	42	30	19	1142
Male	111	9	8	52	47	23	21	27	24	1142	117	8	46	21	25	1142	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	210	15	7	97	46	53	25	45	21	1142	217	7	46	25	22	1142	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	16	7	44	7	44	2	13	0	0	1158	16	44	44	13	0	1158	295	48	48	4	0	1161
No	194	8	4	90	46	51	26	45	23	1141	201	4	46	26	23	1141	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	12 11	5 5	12 11	5 5	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	80 81	37 38	80 81	36 37	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	58 78	26 37	58 81	26 37	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	69 42	32 20	70 46	32 21	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	212	11	5	81	38	78	37	42	20	1142	219	5	37	37	21	1141	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	4										5	0	0	40	60	1133	274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	9	0	0	2	22	5	56	2	22	1141	9	0	22	56	22	1141	200	8	37	34	22	1142
Hispanic	1										1						120	3	23	32	43	1138
Caucasian/White	198	11	6	79	40	70	35	38	19	1142	204	5	39	36	20	1141	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	0	0	1	5	4	18	17	77	1128	24	0	4	21	75	1129	1896	0	8	22	70	1130
No	190	11	6	80	42	74	39	25	13	1143	195	6	41	39	14	1143	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	11	0	0	0	0	7	64	4	36	1134	13	0	0	62	38	1134	545	3	16	28	53	1135
No	201	11	5	81	40	71	35	38	19	1142	206	5	39	35	20	1142	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	40	2	5	8	20	20	50	10	25	1139	44	5	18	48	30	1138	3695	1	22	37	40	1136
No	172	9	5	73	42	58	34	32	19	1142	175	5	42	34	19	1142	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	212	11	5	81	38	78	37	42	20	1142	219	5	37	37	21	1141	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	99	3	3	37	37	40	40	19	19	1141	100	3	37	40	20	1141	7362	3	36	36	24	1140
Male	113	8	7	44	39	38	34	23	20	1142	119	7	37	34	22	1141	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	212	11	5	81	38	78	37	42	20	1142	219	5	37	37	21	1141	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	16	5	31	9	56	1	6	1	6	1154	16	31	56	6	6	1154	296	35	59	5	0	1158
No	196	6	3	72	37	77	39	41	21	1140	203	3	35	39	22	1140	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	22	10	22	10	952	6
	2006-2007	22	11	22	10	937	6
	<b>2007-2008</b>	<b>16</b>	<b>8</b>	<b>16</b>	<b>7</b>	<b>962</b>	<b>7</b>
	Cum. Total*	60	9	60	9	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	93	41	93	40	6055	40
	2006-2007	80	38	80	38	6167	41
	<b>2007-2008</b>	<b>95</b>	<b>45</b>	<b>97</b>	<b>45</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	268	42	270	41	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	63	28	65	28	4916	32
	2006-2007	59	28	59	28	4723	31
	<b>2007-2008</b>	<b>57</b>	<b>27</b>	<b>59</b>	<b>27</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	179	28	183	28	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	48	21	50	22	3221	21
	2006-2007	48	23	49	23	3227	21
	<b>2007-2008</b>	<b>42</b>	<b>20</b>	<b>45</b>	<b>21</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	138	21	144	22	9824	22

# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	210	16	8	95	45	57	27	42	20	1141	217	7	45	27	21	1141	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	4										5	0	0	40	60	1124	248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	9	0	0	3	33	2	22	4	44	1131	9	0	33	22	44	1131	192	6	30	34	30	1137
Hispanic	1										1						115	2	30	36	33	1136
Caucasian/White	196	16	8	92	47	53	27	35	18	1142	202	8	47	27	18	1142	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	0	0	1	5	5	23	16	73	1124	24	0	4	25	71	1125	1825	1	7	23	69	1125
No	188	16	9	94	50	52	28	26	14	1143	193	8	50	27	15	1143	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	11	0	0	0	0	3	27	8	73	1125	13	0	8	23	69	1127	488	3	19	29	49	1131
No	199	16	8	95	48	54	27	34	17	1142	204	8	47	27	18	1142	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	40	1	3	15	38	10	25	14	35	1135	44	2	36	25	36	1135	3546	2	25	35	38	1134
No	170	15	9	80	47	47	28	28	16	1143	173	9	47	28	17	1143	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	210	16	8	95	45	57	27	42	20	1141	217	7	45	27	21	1141	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	99	7	7	54	55	24	24	14	14	1143	100	7	54	25	14	1143	7239	8	43	33	17	1142
Male	111	9	8	41	37	33	30	28	25	1140	117	8	37	29	26	1139	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	210	16	8	95	45	57	27	42	20	1141	217	7	45	27	21	1141	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	16	4	25	11	69	0	0	1	6	1155	16	25	69	0	6	1155	295	42	53	4	0	1159
No	194	12	6	84	43	57	29	41	21	1140	201	6	43	29	22	1140	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	7	3	7	3	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	89	42	90	41	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	49	23	51	23	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	67	32	71	32	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.14	40.9	6.10	40.7	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.82	48.7	6.73	48.1	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.50	39.3	5.39	38.5	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.16	55.1	7.12	54.8	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: South Portland School Dept  
School: South Portland High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	212	7	3	89	42	49	23	67	32	1142	219	3	41	23	32	1141	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	4										5	0	0	40	60	1132	269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	9	0	0	3	33	2	22	4	44	1138	9	0	33	22	44	1138	199	3	36	25	36	1140
Hispanic	1										1						118	1	26	19	54	1136
Caucasian/White	198	7	4	86	43	45	23	60	30	1142	204	3	43	23	31	1142	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	0	0	3	14	2	9	17	77	1132	24	0	13	17	71	1133	1879	0	11	17	72	1133
No	190	7	4	86	45	47	25	50	26	1143	195	4	45	24	28	1142	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	11	0	0	0	0	3	27	8	73	1131	13	0	8	23	69	1132	519	1	18	19	62	1134
No	201	7	3	89	44	46	23	59	29	1142	206	3	43	23	30	1142	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	40	0	0	16	40	5	13	19	48	1139	44	0	36	11	52	1138	3651	1	26	24	49	1137
No	172	7	4	73	42	44	26	48	28	1142	175	4	42	26	27	1142	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	212	7	3	89	42	49	23	67	32	1142	219	3	41	23	32	1141	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	99	4	4	34	34	23	23	38	38	1141	100	4	34	23	39	1141	7277	1	37	26	36	1140
Male	113	3	3	55	49	26	23	29	26	1142	119	3	47	24	27	1142	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	212	7	3	89	42	49	23	67	32	1142	219	3	41	23	32	1141	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	16	5	31	9	56	0	0	2	13	1154	16	31	56	0	13	1154	296	13	80	5	3	1152
No	196	2	1	80	41	49	25	65	33	1141	203	1	40	25	34	1140	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number